Unit 4 Title: Respect for All Work

Lesson Title: Who Does What? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CG7 Applying career exploration and planning skills in the achievement of life career goals.

Grade Level Expectation (GLE):
CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
What careers are important in maintaining a global society?

Engagement (Hook):
Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Instructor Procedures:	
1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type.	1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.)
2. Counselor may record each student's type while students read about their type.	2. Students will read about their particular type/temperament. (Pages 32-64)
3. Counselor will lead a discussion on types, using the plotted types on the board.	3. Students will declare their types/temperaments.
4. Counselor will review the material in chapter 6 that will explain the behavior of each type.	4. Students will listen and read along.
5. Counselor will instruct students on how to fill out the "10 Steps to Creating a Personal Career Plan" worksheet.	5. Students fill out worksheet and return to counselor.
6. Counselor will make copies of worksheets and return originals to students.	6. Students will be able to sign up for a small group of their type to discuss career options if interested.
7. Conduct a discussion on how all personality types and careers are valuable in a global society.	7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students' personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student's portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

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10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____ **Your Type : _____**

Step 1-Varifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____
Truth: _____ Example: _____
Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____
WR Strength: _____ Example: _____
WR Weakness: _____ Example: _____
WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____
_____
_____
_____
_____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

_____ _____ _____
_____ _____ _____

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Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____ **Example**_____
Skill _____ **Example**_____
Skill _____ **Example**_____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

How well does it make use of my best skills and abilities?
How well does it make use of my work related strengths? (Step 2)
How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

_____
_____
_____
_____

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

_____**?**
_____**?**

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started).
Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume……(You have a good start. Step 10 is on your own!)

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E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth

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I

Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

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S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

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N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

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T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

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F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

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J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

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P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

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